

**HUD EMPLOYMENT LECTURE SERIES**  
**Lecture #7 Script**  
**EMPLOYMENT RETENTION:**  
**CUSTOMIZATION AND OTHER STRATEGIES**

**Section 1 Introduction to HUD Employment Lecture Series, Lecture #7  
“Employment Retention: Customization and Other Strategies”**

Colleagues:

This lecture is the seventh in a series of nine lectures that are being developed on employment-related topics. To download lectures from this series, please go online to [www.hudhre.info](http://www.hudhre.info).

Today’s topic is employment retention, or keeping people in the workforce.

This lecture has been developed to help staff of homeless assistance and workforce development organizations who work with jobseekers who are homeless. We will talk primarily about serving homeless adults. You may, however, find the information contained in this lecture and pamphlet useful if you are helping other clients as well.

The retention principles and practices discussed in this lecture are derived from information gathered through both research and conversations with staff providing employment services following several different service models, including:

- Supported Employment;
- Customized Employment;
- Work-readiness approaches;
- Linkage to the workforce development system; and
- Social enterprises.

These individual practices are described in a pamphlet that accompanies this lecture, which provides additional information about retention and a list of resources on the topic.

In addition to this section, there are eight additional sections contained in this lecture. The topics contained in the remaining eight sections are as follows:

- Section 2: The Importance of Thinking about Retention
- Section 3: Barriers to Retention
- Section 4: Good Placement Equals Good Retention
- Section 5: Working with Employers
- Section 6: Pre-placement Planning for Retention
- Section 7: Post-placement Retention Supports
- Section 8: Helping Participants Move On
- Section 9: Conclusion

## Section 2: The Importance of Thinking about Retention

For employment to be a long-term solution to homelessness, it must be sustainable over time. Because most public benefits have some form of work incentives attached to them, an unsuccessful job experience does not have the same drastic consequences on benefits that it once had, and benefits are usually not totally lost. However, most benefit programs are structured to “incentivize” work so that people will be better off financially while they are working than when they are not working. Additionally, over the long term, people are better off if they remain in the workforce rather than dependent on benefits, because benefits are tied to the cost of living and provide no opportunity to advance as employment does.

Another reason that retention is important to think about is that research and experience shows that most people who are homeless do want to work, including people who have multiple barriers to employment, and when they have access to needed supports, are able to work.

It is important to recognize that retention is also an important goal for employers. Depending on the industry and the skill level of the employee, employee turnover can be extremely costly. Typically, workers are paid their full wages while they are getting accustomed to their jobs and are not as productive as more experienced workers. However, even in positions paying lower wages, turnover can impose significant costs upon the business. Here are some examples of the negative effects of turnover:

- Work is left undone during the time it takes to hire a replacement;
- Managers must take time out of their schedule to recruit, hire, and train new employees;
- Fellow workers might be slowed down by a new team member unfamiliar with tasks;
- Human resources departments must complete paperwork; and
- Customers might be dissatisfied by interactions with new employees—or their work product—and take their business elsewhere.

Therefore, many providers of employment services have found that employers are interested in partnerships that reduce their turnover costs—including on-the-job training programs paid for by the service provider rather than the employer and follow-along supports that help employees with multiple barriers stay on the job.

In addition to thinking about methods of helping participants retain a single job, you should also think about two other important goals:

The first goal is workforce attachment, or developing a long-term commitment to remain employed, even if it means switching jobs or looking diligently for work after losing a job. Workforce attachment is an important concept, because consistency in working is a trait desired by employers. Additionally, continually entering and exiting the workforce creates housing instability and forces a person to repeatedly rely on other sources of support.

The second goal is career advancement, or moving forward by earning a promotion, changing fields, or gaining additional training or certifications. Many initial placements are in jobs with low wages and no benefits. Just like anyone else, a person who has experienced homelessness would want better pay, better benefits, and more job

satisfaction. Benefits are especially important to people who have long-term disabilities and who might need paid time off or access to medical care.

### **Section 3: Barriers to Retention**

As you might imagine, promoting retention of workers who have experienced homelessness presents many challenges.

The very experience of homelessness influences some behaviors that are not conducive to maintaining employment. Consider the following ways that the transition from homelessness to the workplace might be difficult:

- First, the trauma of having lost a home, personal possessions, and contact with friends and family can have long-term emotional effects that might transfer to the workplace;
- Second, being marginalized by society while experiencing homelessness can lead to a general mistrust of others, including co-workers and supervisors, who might be viewed as part of the society who rejected the participant;
- Third, when homeless, people must be very protective of their personal space, belongings, and safety, and the participant might have difficulty adjusting to concepts of a shared workspace, kitchen, and break room;
- Fourth, the experience of homelessness often leads to numerous traumatic situations, and these can exacerbate or complicate other issues that are already impacting the individual; and
- Fifth, because surviving and escaping homelessness requires a strong focus on one's own short-term needs, the participant might need time to adjust to working as part of a team and doing long-range planning.

Some of the same barriers to placement faced by many people who are homeless are also barriers to retention. Substance abuse, mental illness, and physical health problems are commonplace. Each can lead to job instability:

- Relapse to substance abuse is common, especially when someone with an addiction receives the first paycheck from a new job. Substance use can lead to missed work, and employers have little choice but to fire workers who show up under the influence of drugs or alcohol.
- Due to the cyclical nature of many mental illnesses and co-occurring disorders, participants might suffer a relapse of psychiatric symptoms that can lead to missed work or inappropriate job behaviors.
- Physical illnesses might limit the scope of work that can be done or might cause the participant to miss work.

It is not just the disability itself that can interfere with keeping a job. With each of these three situations, work and treatment schedules might be difficult to coordinate, leading to either missed work to receive treatment or missing treatment that might be necessary to keep working effectively.

In addition to barriers created by homelessness, trauma, or disabilities such as mental illnesses or substance abuse, participants face many of the same logistical barriers faced by other low-income workers. For example, workers with children must have

reliable childcare or risk missing work and consequently losing their jobs. Transportation costs, such as public transit, gasoline, parking, and costs of car ownership, or lack of familiarity with public transit might lead to missed work or tardiness.

While many individuals overcome the types of barriers that we have been discussing, many employers have pre-conceived notions about the abilities of people who have been homeless. Some of the same attitudes that exist in employers who avoid hiring people who have been homeless might also exist in employers who *do* hire them. Some programs have noted that employers might be willing to take advantage of hiring incentives, such as welfare-to-work or veteran hiring programs, but that they do not think of employees hired under these programs as viable long-term employees. Without a long-term view, the employers do not provide necessary supports and sometimes they simply lay off workers once the business has qualified for the incentive.

Similarly, employers who are willing to take a chance on hiring ex-offenders might treat them differently than other employees. An ex-offender is likely to be the first person suspected if money or property is missing, for example.

In your work, you might face an additional institutional barrier to supporting retention. Many funding sources designate their funds specifically for job placement and do not support extensive follow-along supports once people start work.

Helping people who are currently or formerly homeless find jobs can be a challenge. So much so, that it might be difficult for you to even think about retention. However, you might find that many of the tasks that you are already doing can support retention—even tasks you are doing at the pre-employment phase. By focusing on retention while performing these tasks, and emphasizing the idea of “planning for retention,” you can support participants’ long-term success. The remaining sections in this lecture will talk about how you can support job retention, workforce attachment, and career advancement.

#### **Section 4: Good Placement Equals Good Retention**

One of the main factors influencing retention is how well a worker’s skills, interests, and needs match the job. Unfortunately, many of the jobs available to people who have been homeless are tedious jobs with low wages and minimal benefits, if any.

Not all of these low-paying jobs are the same, however, and some people do have positive experiences at what can only be considered an entry-level job. It is crucial, therefore, to carefully assess an individual’s unique strengths and abilities in order to find any traits that might help the person find the best fit of the available jobs.

Many programs take advantage of motivational interviewing techniques, which are described in more detail in the pamphlet accompanying this lecture and in books and articles listed in the pamphlet’s “resources” section. When using these techniques, you simultaneously gather information and help participants discover the need for positive change. The following are examples of motivational interviewing techniques that can be used during the assessment process:

- Example one: Ask about problems the participant has had on past jobs and what was learned from those experiences;
- Example two: Find out what the participant did to survive or make money while homeless and point out any skills such as time management that these activities demonstrate;

- Example three: Point out recent successes, like 30 days of sobriety, and ask what else the participant would like to achieve; and
- Example four: Learn about what the participant has lost in his or her life and explore how working could help in regaining these losses.

The results of a careful assessment should guide your efforts in helping participants find a position. Information about the participant's long-term interests is particularly important, even if the connection to the current job search is not so obvious. At one employment program, staff divides jobs into three categories:

- Survival jobs simply help pay the bills;
- Dream jobs reflect a participant's long-term goals but are often not attainable with the participant's current skills and education; and
- Stepping-stone jobs are jobs that are attainable with the participant's current skills and education and are part of a logical progression toward a dream job.

For example, one participant in this program had the long-term goal of becoming a physician, but had very limited education and job skills. The program was able to find her a job on the custodial staff of the hospital, which allowed her to spend time in a medical setting and interact with people holding a variety of jobs in the medical field while she made plans to pursue further education.

Linking to the local workforce development system provides an excellent means of helping participants find employers in fields that are more interesting to them. One program has found that working with local One-Stop Career Centers helps them to place participants in a wider variety of jobs, especially because the One-Stops have strong, long-term relationships with diverse local employers. In fact, the program has limited the number of participants that can be placed with any one employer, finding that this practice causes staff to try harder to find jobs that match individual needs, rather than relying on the same employers over and over.

Customized employment, an emerging practice for helping people with disabilities find work, offers an alternative to traditional methods of placing people into stepping stone jobs. While the practice involves more work upfront, it might result in a much better fit for the worker who has unique abilities but might also be less able to perform certain job functions. As its name implies, customized employment involves working with employers to create a job description unique to the individual that benefits both employer and employee.

Customized employment works by taking specific responsibilities of a job away from other employees and giving these unwanted or time-consuming duties to a new employee, thus making the other workers as well as the newly hired one more productive.

Here is an example taken from the U.S. Department of Labor's Customized Employment web site: "A large department store hired Scott, a job seeker with a disability, after several informational visits by his personal representative, Shaina, who negotiated a new way for the store to handle merchandise delivery. Originally, store clerks unloaded and repackaged new merchandise. Shaina suggested that the job seeker perform this task. This customized job freed the clerks to spend more time serving customers. As a result, sales increased."

Whatever methods you use, remember to think about the goals of job retention, workforce attachment, and career advancement when you look for employment opportunities and when you discuss them with participants.

## **Section 5: Working with Employers**

Employment programs rely upon building relationships with employers to facilitate job placement, but relationships with employers are also important to retention. As mentioned earlier, sometimes employers are willing to hire people with special needs but are not as committed to keeping them as employees over the long-term.

To promote retention, the message that you should be conveying to employers is that the job candidates you represent can not only help them meet their short-term hiring needs, but also can become valuable members of their workforce. Finding out employers' hiring needs also presents the opportunity to use some of the principles of customized employment. Helping the employer identify job duties that could be assigned away from current employees to a new employee to improve productivity creates opportunities that might not have existed without the discussion.

Employment programs have taken numerous approaches to gaining long-term commitments from employers. Some programs offer to provide support to the employer's human resources department but find that employers want to treat program participants just like any other employee. Other employers express genuine interest in learning how to hire and support employees more effectively, including those who have special needs or identified barriers. Some of the issues that affect program participants, such as substance abuse and mental illnesses, are frequent causes of employer concern and affect people throughout the workforce.

One approach to developing a relationship between a program participant and an employer is to use an internship. Some programs use available funding to place participants in internships in which they gain on-the-job training and get to know supervisors and co-workers. Employers who hire someone who has completed an internship already have an idea of the person's abilities and needs and to make a commitment to keeping the person in their workforce. One program director estimated that as many as 25 percent of the program's internships led to permanent positions. Internships can also open negotiations for customized job descriptions, if a participant demonstrates competency in certain job functions.

Another option is the "supported job site," in which the program staff is present to provide supports to workers who have special needs. The employer benefits by having what is essentially a "temp agency" within its own workforce at a much lower cost than traditional temp agencies. Participants benefit by being able to demonstrate their abilities while working alongside workers who do not have special needs.

Both internships and supported job sites require extensive commitments from employers and a source of funding. However, less elaborate methods, such as the following, can be used to gain long-term commitments from employers:

- Invite employers to give presentations at your program;
- Ask employers for input into developing the training you offer participants, so that the employer feels some "ownership" of the training and participants develop skills needed by the employer;

- Collect testimonials from employers who have been happy with the work of program participants; and
- For your program’s business needs—such as maintenance, copying, lawn care, and catering—use vendors that employ participants.

Depending on the type of employment services your program provides, you might discover other ways of reaching out to employers. For example, a social-purpose restaurant that hires people who have been homeless invites guest chefs from local restaurants to work alongside participants, and the chefs often hire away the people they meet. Programs that cooperate with the local workforce development system often have access to employers that have ongoing relationships with One-Stop Career Centers.

In addition to cultivating relationships with employers, you can also help to ensure participants’ long-term employment success by educating employers about the types of accommodations that they can offer to employees with special needs. Often, employers are unfamiliar or inexperienced with accommodating the types of disabilities, such as mental illnesses, frequently found among people who are homeless. The pamphlet accompanying this lecture lists some materials that could be useful in this area.

## **Section 6: Pre-placement Planning for Retention**

Most of your work relating to retention will take place with participants, rather than employers, because employers are primarily interested in having workers who are capable of doing the work they are assigned. Even if your program’s funding limits the amount of work that you can do with participants once they have been placed into jobs, you can help boost retention with activities prior to placement. Many of the services that you might already offer, such as training in “soft skills” and skills for specific jobs, support retention by preparing people for greater success in the workforce.

However, specific “planning for retention” with each participant can help prepare each individual for work based on his or her unique needs and abilities.

Planning for retention requires that you and the participant address some of the barriers to retention discussed earlier in this lecture. Make sure that you have addressed logistical barriers such as the following:

- For participants who need childcare, planning for retention includes applying for subsidized childcare and finding providers who offer childcare at needed times, particularly for people who will be working overnight, evening, or weekend shifts;
- For people who are not comfortable with public transit or driving into unfamiliar areas, planning for retention might involve practicing getting to work on time;
- Make sure that people have any clothes, shoes, and tools that they need for work; and
- Anticipate potential impacts on benefits and arrange for ongoing assistance and planning in this area.

In addition to these and other logistical barriers, you must plan together for some of the personal barriers that a person might face.

For people with substance abuse disorders, planning for retention requires planning for relapse. You should make sure that the participant realizes that employers will fire people who show up for work drunk or high. Ensuring that the participant has a

treatment plan and support network will help to address addiction issues. You should also arrange for ongoing supports targeted toward job retention, including planned interventions if relapse occurs, assistance with money management, and figuring out medical appointments that are compatible with work schedules. It is also helpful to identify alternative pleasurable activities (such as going to a movie or nice dinner) that the participant can pursue when getting paid in order to develop new ways of rewarding oneself.

You should be aware of, and discuss in advance, potential triggers that might exist for the individual in the new workplace. Depending on the individual, you might take the following actions:

- Prepare for temptation related to the sudden influx of money from the first paycheck by coming up with a plan as to how the money will be handled;
- Rehearse responses to co-workers who are going to drink or get high after work; and
- Plan ways to get to work that do not take the participant through neighborhoods where drugs are readily accessible.

These and other possible triggers, such as performance reviews or new job duties, should be addressed in coordination with the participant's treatment plan. However, you should also acknowledge that relapse is part of the recovery process for many people. Therefore, it is vital that a participant knows how to minimize the effects of relapse on his or her career. Some programs outline specific procedures to follow, which include following the treatment plan for dealing with temptations to use substances and immediately contacting the employment staff if the participant does use them again, so that the employment staff can attempt to negotiate a leave of absence with the employer.

Remember that homelessness is itself a traumatic experience that can be accompanied by traumatic events that can have long-term effects. For people who have experienced trauma, it is particularly important for you to understand situations that could cause severe distress, whether it is crowds, dark places, being talked to in certain ways, or other triggers that are unique to the individual. By identifying these triggers in advance and rehearsing methods of dealing with these responses, you can help people avoid negative reactions to the workplace. For individuals who have experienced trauma, negotiating a customized job description that minimizes possible workplace triggers might be particularly effective.

Many programs have found that people who have been homeless can benefit from learning some simple problem-solving skills. You can teach these skills as part of pre-employment activities, including the job search. For example, you can help people learn to do the following:

- Break problems down into smaller pieces and address them individually;
- Identify action steps and goals; and
- Set time frames for action.

In addition to teaching basic problem-solving skills, you can rehearse procedures to follow if problems are encountered at work. Examples include teaching the participant to politely excuse oneself from political discussions or walk away from people who are gossiping about supervisors. One program gives participants a wallet card that offers

advice on what to do if the person feels that he or she is going to quit or be fired, advice that includes contacting the employment staff quickly and discretely.

You can also help participants prepare for success on the job by teaching them about teamwork. As noted earlier, escaping homelessness often requires putting one's own interest above all else, while succeeding on the job usually requires working as a member of a team. The pamphlet contains some suggestions for teaching teamwork skills.

In addition to planning for a participant's unique attributes, you should also base your planning on the *job's* unique attributes by helping the participant to learn about the workplace's culture and help to ensure that the participant will learn to "fit in." The following are examples of workplace culture that a participant should understand:

- Whether to address supervisors or co-workers by first name;
- The amount of conversation with co-workers that is expected;
- The types of language and levels of formality that are appropriate; and
- Unwritten rules about making personal phone calls or taking coffee breaks.

By planning for retention, you can start people off on the right foot, even if you will not be having extensive contact with them once they are on the job.

## **Section 7: Post-placement Retention Supports**

The types of supports that are provided after placement in a job will vary according to the model of employment services and the requirements of funding sources. Programs following the Supported Employment model rely on rapid placement into jobs and do much of the "planning for retention" described above when the participant is placed. The model also calls for follow-along supports for an indefinite time, including "job coaching" at the workplace if needed and desired.

By contrast, many programs that follow other employment models do not provide extensive follow-along services and might conduct only 30-day, 60-day, and 90-day follow-up phone calls. Often, this lack of follow-up is a practical matter, because the programs are funded for placement services and not follow-up.

However, some programs have found ways to use different sources of funding for pre-placement and post-placement services. Here are some examples:

- One program uses State workforce funds for pre-placement services and county social services funds to provide follow-along services;
- Another program has received a foundation grant that supports the salary of a staff member who helps program alumni change jobs or advance in their careers;
- A third program uses funds from the State department of vocational rehabilitation to provide follow-along services;
- The same program partners with a local mental health services provider to offer counseling to participants who are working; and
- Some social enterprises are able to use fees or revenue charged through the course of doing business to provide retention support as well as active job-coaching and supervision.

If possible, try to schedule routine times for follow-up, with more frequent contact in the first few weeks of work. You can use formal tools for tracking worker skill and capability development, like those referenced in the pamphlet accompanying this lecture.

Additionally, just as you can use motivational interviewing during the placement stage, you can use the same techniques to conduct an ongoing assessment of issues that could impact job retention. The following are some of the topics that can be discussed in ongoing assessments:

1. The participant's assessment of how well he or she is fulfilling job duties;
2. How well job duties match the participant's interests;
3. Whether the participant is developing any new skills or interests;
4. Logistical barriers, such as childcare or transportation, needing further work;
5. Interpersonal conflicts in the workplace;
6. Stress in the workplace and coping mechanisms that are possible and used;
7. The effects of work on personal or family life;
8. Whether the participant's motivation to work is increasing or decreasing; and
9. The level of motivation to advance in the workforce.

Based on what you learn from discussions with the participant, you might decide that the participant needs additional supports such as mental health or substance abuse counseling, help with transportation or child care, or additional skills training. If you learn that the participant is having problems with supervisors or co-workers, you can reinforce some of the skills taught for avoiding and resolving conflict, or with the participant's permission, offer to meet with the participant's supervisor. Ensuring that supports are available in the community, rather than only in an office setting, is helpful both in responding to immediate needs and for longer-term interventions.

In some cases, you might also need to negotiate a reasonable accommodation based on a participant's disability. The materials referenced in the pamphlet accompanying this lecture provide information about negotiating accommodations for people with mental health, substance abuse, and physical disabilities, for example.

If your ongoing assessments reveal that a participant is thriving at some job functions and struggling with others, you might consider, with the participant's permission, trying to negotiate a customized job description with the employer that takes advantage of the participant's strengths.

Even if you cannot provide these more intensive follow-long services because of funding issues, informal follow-up can still be helpful. Many programs encourage participants to keep in touch on an informal basis after they begin work, reminding them that they can call the office if they need job-related support. They might even use items donated to the program, such as gift cards, as an incentive to have people meet with staff to discuss how work is going.

Program alumni—that is, participants who are working and might or might not be actively using the program's supports—are often an excellent resource for participants who are new to the workplace. Here are some ideas for involving alumni:

- Hold a regular “job success” club in which participants who are working can meet for mutual support, help with problems at work, and general career advice;

- Host monthly or quarterly social events for alumni, which both helps to form supportive relationships among alumni and allows staff to keep in touch and remind alumni that they can come back for services if their housing or employment situation is threatened; and
- Start a mentoring network so that alumni who are more established in their careers can provide one-on-one support to people who have just entered or returned to the workforce.

Whether you provide intensive follow-along services or follow up on an informal basis, identifying areas of job strengths and weaknesses and helping to make sure that the participant receives supports that meet his or her evolving needs can help keep the participant in the workforce.

## **Section 8: Helping Participants Move On**

While you can provide services to help a participant retain a job, you should anticipate that at some point, a person will be leaving that job, either voluntarily or involuntarily. Working for a single company for long periods of time is no longer the norm in today's workforce, and for people who have seen a lot of change in their lives, moving between jobs probably will seem normal.

As noted earlier, workforce attachment, or working regularly over long periods of time, is an important goal for programs providing employment services to people who are homeless. One way to promote workforce attachment is to ensure that participants know how to conduct a job search and where they can go for help with computer searches, resumes, cover letters, setting up interviews, and the like. When helping participants with applying for jobs, playing a supportive role and teaching—rather than doing—key tasks will help the participant down the road. Familiarizing participants with local One-Stop Career Centers is a great way to prepare people for changing jobs.

On an individual basis, workforce attachment means helping people leave jobs on the best terms possible and keeping them motivated to look for new work even if the experience has been negative. Make sure that participants know the basics, such as providing notice, thanking one's supervisor for the experience, briefly stating the desire to pursue opportunities, and asking for a reference.

When a person is terminated, you can also help the participant make the most out of a bad situation, encouraging the participant to find out what went wrong and using it as a learning experience. Depending on the circumstances, the employer might even be willing to provide a reference regarding the person's strengths.

Regardless of the circumstances under which the person left the job, following up with some motivational interviewing can help the participant discover areas in which change might be necessary and identify desired characteristics for future jobs, such as schedule, job duties, and physical setting.

Even more important than workforce attachment is career advancement. Discussions with the participant can identify motivations for advancement, such as the desire to make more money, have better benefits, do something that is more interesting, feel more productive, help others, or take more pride in one's work. Using motivational interviewing techniques, you can help the participant identify characteristics that are needed to advance and steps to take, such as learning new skills, changing attitudes at work, or volunteering for certain duties.

You can also help a participant develop self-representation skills that can help with a promotion with a current employer or moving on to a better job elsewhere. Examples include rehearsing how to ask for more responsibility and putting together a portfolio of work or describing accomplishments in the current position.

Keep in mind that a person's career interests and goals change over time, as do their skills, housing situation, personal responsibilities, financial obligations, and support needs. Therefore there is a need for ongoing vocational assessment that supports the participant to refine goals and aspirations as personal situations, skills, and interests change and evolve. The pamphlet contains references to tools that can be used to track these changes over time and adjust plans accordingly.

Many programs have seen the rewards of focusing on workforce attachment and career advancement when successful alumni visit their programs and tell them about their new jobs, the new businesses they have started, their new cars, or buying a first house.

## **Section 9: Conclusion**

Today's lecture has focused on employment retention. In addition to retaining a single job, retention includes workforce attachment and career advancement. Regardless of the type of model your program follows for providing employment services, and whether or not your program has funding for formal follow-along services, there is much that you can do to promote retention.

The key principles for supporting retention are to thoroughly analyze the barriers that a person will face to retention, both personal and logistic, and come up with a comprehensive plan to address these barriers.

Also, using motivational interviewing techniques, you can help to identify a participant's desired job characteristics and motivate the individual to take the steps necessary to secure and keep that job. By paying careful attention to placement, you can improve retention.

You should make sure that the participant is prepared for entering the workforce and will know how to react in certain situations, including getting outside assistance when necessary. Having specific plans for workplace triggers of substance abuse and trauma are critical for people facing these issues, while most participants can benefit from general advice in problem-solving, team work, and avoiding conflict.

There is also much that you can do to prepare participants for getting ahead in the workforce by ensuring that they know how to ask for more responsibility, seek advancement within a company, and apply for new jobs by building on positive work experiences.

This concludes today's lecture.